**Chapter I**

**Introduction**

The chapter starts with the background of the research in which the reasons for choosing the topic are clearly stated. It includes the identification of problems, research problems, limitation of the problem, objectives of study, and significance of study.

* 1. **Background**

Language is a communication tool that is widely used in every aspect of life such as science, educate, business, entertainment and so on. Without language we cannot communicate with each other. Learning language is expected to help students to get and to know their ease, culture, and culture of others. In addition, language learning also helps students to be able to express opinions, to use analytical and imaginative abilities that exist within him.

In essence, language learning is learning to communicate. Similarly, the English language, English is the international language that is very important for us to learn. As English is an international language. Many students who experience difficulties learning English. They think that English is hard to be understood so they lazy to see the English book. Therefore, the main purpose of learning the English language is to improve students' ability to communicate in English, both verbally and in writing.

Reading in a foreign languange, in this case English is considered to be difficult for most Indonesian students. This is supported by numerous research that show the ability of Indonesian students in reading English texts is very low (Syatriana, 1988; Hamra, 1993 and 1996; Mardiana, 1993; Kweldju, 2001; as cited in Syatriana, 2010:28). An observation conducted by the writer during her fieldwork in a junior high school showed that the students’ capability in comprehending English texts were poor.

Furthermore, when they were interviewed, they answered that because they did not know some words, it was difficult for them to understand the story. Eventually, it led them to face difficulty in reorganizing the information from the story. Moreover, some words in the questions seemed to be tricky so that they could not answer the question correctly. It can be concluded that students had difficulty in skills the reading text.

In fact, reading is a receptive skill that occured as a mental process of the readers as they actively engage in the creation of meaning (Barnett, 1989, cited in Hadley, 2001; 177). When the mental process occures, there will be connections between what they read with their previous knowledge (schemata). Those will lead the readers to have different purpose of reading (Harmer, 1992:199). For example, when they read a newspaper, they have different expectation to when they read a novel.

Reading short stories can be a good learning material since it is considered to be adequate for the learners from all levels (from the beginner to the advance learners) (Collin and Slater, 1991). Pardede (2011) states that story seems to be the most suitable to use in public school as it has these characteristics: it is short; is usually has one plot and a few characters; and there is no detailed description about the setting. Beside that, short story has sentences and pictures of interest. It is expected that the students will follow the storyline. Moreover, the story is expected to make the students interested in reading it.

From the statements above, the research is aimed to conduct a study related to “The Use of Short Story to Improve Students’ Reading Ability in Learning Narrative Text”. The study is uses qualitative approach through a classroom action research design. It is expected that short stories can help students to reading skills English text easier and to improve their automatic recognition toward the reading skills.

* 1. **Identification of The Problem**

Many students are not interest to learn English. They think that learning English are difficult and bored. According to identification of problems of this research can be identification as follows; Media used in teaching and learning process is less effective in improving students’ reading skills ; Student does not work in group in learning process; Teacher needs for new media of teaching reading to improve students’ reading skills.

The implementation process of learning, the teacher is a the first factor in the process of teaching and learning activities. Every teacher must be creative in developing learning. Basically, students should have textbooks respectively. It is intended that students can better understand the lessons that have been submitted. However, because of the limitations of books that has been provided in schools causing less time students in obtaining reference teaching materials. In addition, the benefits of teaching materials provided by the teacher to the students as learning resources. So, we need a set of teaching materials that can be a tool to assist teachers in the implementation of learning also helps students understand the material presented teachers.

In the class the teachers only read or explain all the material and the students just listen. This can lead to students becoming bored and feel sleepy during the learning process. The situation in the class can influence the effectiveness learning activity. The teacher must give motivation during studying in the classroom. The highest entusiasm is when students can solve problems easily. Instead, the opposite spirit is the lowest when the student is unable to complete the questions correctly. The teachers are expected to interact with students so it can make students motivated by the teacher and easy in understanding the material.

The importance of using the media is one of learning success. Through the media, teaching and learning can be more interesting but there are still many teachers during the learning process not used media. It makes students difficult to understand the material. It would be much better when taught using media such as series picture, videos, songs, etc. By using the media, teachers can stimulate students to be more active, and students are able to provide feedback. So when the learning process begins, a teacher is required to understand the subject matter will be delivered to students in class.

* 1. **Research Problems**

Based on the problems identification that mentioned above, the writer would like to arrange the formulation the reasearch inform of questions as follow:

1. What are the procedures of the use of short story as a teaching media in improving reading ability?
2. What is the learning materials by using short story as a teaching media in teaching reading?
3. What is the worksheet by using short story as a teaching media in teaching reading?
4. What is the role of student and teacher in teaching learning process by using short story that is used as a teaching media?
5. How is the respondent opinion by using short story in teaching reading that applied in the classroom?
6. What is the evaluation and learning result by using short story as a teaching media to improve reading ability?
   1. **Limitation of The Problem**

The writer limits the study about the use of short story in teaching reading at the second grade of SMPN 36 Bandung the student’s responses toward the use of narrative on short stories whether it helps them to improve their reading skills. In the way to limit the problems, the writer focuses the study based on the syllabus academic years 2014-2015. One of the contents in the syllabus is reading a story that the student know very well.

* 1. **Objectives of The Study**

This research finds the answer of the question above and the purpose of the study is as follow:

1. To find out the procedures of the use of short story as a teaching media in improving reading ability.
2. To find out the learning materials by using short story as a teaching media in teaching reading.
3. To find out the worksheet by using short story as a teaching media in teaching reading.
4. To find out the role of student and teacher in teaching learning process by using short story that is used as a teaching media.
5. To find out the respondent opinion by using short story in teaching reading that applied in the classroom.
6. To find out the evaluation and learning result by using short story as a teaching media to improve reading ability.
   1. **Significance of The Study**

The writer hopes that this research gives significance for the readers and the other writer. Basically, the benefits are distinguished into two:

1. Theoretically

This result of study is expected to improve English language skills, particularly in terms of reading, and to proof that using short story is needed in teaching reading.

1. Practically

Practically, this study presents a real short story on how short story is used in classroom. This study expected useful for students’ in helping students’ to know the development of learning by using short story as media to improving reading skills that might be supporter their English. For teacher, to know and predict the difficulties of the students related to reading comperehension.

1. In professional

In professional persfective, the result of study provides educators and school the information in how short story is used in the classroom. Therefore, it is expected that short story can be used as one of alternatives in teaching reading. Teacher can use it for their teaching and learning process in the classroom.